

VTCT Skills Level 2 Certificate in Cosmetic Make-up and Beauty Consultancy

| | |
|---------------------------------------|---------------|
| Accreditation start date: | 1 August 2010 |
| Credit value: | 19 |
| Total Qualification Time (TQT): | 190 |
| Guided Learning Hours (GLH): | 153 |
| Qualification number: | 500/8970/5 |

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

| Unit code | Date achieved | Learner signature | Assessor initials | IQA signature (if sampled) |
|-----------------|---------------|-------------------|-------------------|-------------------------------|
| Mandatory units | | | | |
| UV20483 | | | | |
| UV20453 | | | | |
| UV20437 | | | | |
| UV20438 | | | | |
| Optional units | | | | |
| | | | | |
| | | | | |
| | | | | |

Qualification

Introduction

The VTCT Skills Level 2 Certificate in Cosmetic Make-up and Beauty Consultancy is a qualification that has been specifically designed to develop your practical skills in; how to applying make-up, instruction on make-up application.

To further enhance your practical skills you will have the opportunity to choose from the following practical units; provide eyelash and eyebrow treatments, how to promote products and services to clients in a salon or how to display retail stock to promote sales in the salon.

Underpinning this qualification you will develop a sound knowledge of health and safety practice in a salon environment, how to promote client care and communication in beauty related industries. You will also develop an underpinning knowledge and understanding of the practical skills learned throughout this qualification.

The purpose of this qualification is to develop your skills in beauty therapy to a high level of occupational ability, to enable you to perform your own salon services.

The legislations referred to within this qualification apply to UK learners. For learners outside of the UK, you should familiarise yourself with legislations that may apply to you.

Prerequisite

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.

National Occupational Standards (NOS)

Units in this qualification have been mapped to the relevant NOS (where applicable). This qualification is regulated on the Regulated Qualifications Framework.

Progression

When you have successfully completed this qualification you will have the opportunity to progress to the following VTCT Skills qualifications:

- Level 2 NVQ Diploma in Beauty Therapy General
- Level 2 NVQ Diploma in Beauty Therapy Make-up
- Level 3 NVQ Diploma in Beauty Therapy General
- Level 3 NVQ Diploma in Beauty Therapy Make-up

Progression opportunities also exist in the form of specialist VTCT Skills vocationally related qualifications:

- Level 2 Award in the Art of Photographic Make-up
- Level 2 Award in Shaping and Colouring Eyebrows

Qualification structure

Total credits required - 19

All mandatory units must be completed.

Mandatory units - 15 credits

| VTCT Skills unit code | Ofqual unit reference | Unit title | Credit value | GLH |
|-----------------------|-----------------------|--|--------------|-----|
| UV20483 | R/600/8763 | Follow health and safety practice in the salon | 3 | 22 |
| UV20453 | A/601/4458 | Client care and communication in beauty-related industries | 2 | 20 |
| UV20437 | J/601/4222 | Apply make-up | 5 | 41 |
| UV20438 | L/601/4223 | Instruction on make-up application | 5 | 34 |

Optional units - Minimum of 4 credits

| VTCT Skills unit code | Ofqual unit reference | Unit title | Credit value | GLH |
|-----------------------|-----------------------|---|--------------|-----|
| UV20490 | J/600/8761 | Display stock to promote sales in a salon | 3 | 24 |
| UV20492 | T/600/8769 | Promote products and services to clients in a salon | 3 | 28 |
| UV20419 | F/601/3554 | Provide eyelash and brow treatments | 4 | 36 |

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT Skills will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT Skills external quality assurers.

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers completed electronically will be set and marked by VTCT Skills. Externally assessed hard-copy question papers will be set by VTCT Skills, marked by centre staff and sampled by VTCT Skills external quality assurers.

Assessment explained

VTCT Skills qualifications are assessed and quality assured by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT Skills and regulatory requirements.

An external quality assurer, appointed by VTCT Skills, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.

Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

All evidence should be documented in the portfolio and cross referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

| Mandatory units | | | | |
|-----------------------|--|-------------------|----------------|---------------|
| | | External | Internal | |
| VTCT Skills unit code | Unit title | Question paper(s) | Observation(s) | Assignment(s) |
| UV20483 | Follow health and safety practice in the salon | 1 | ✓ | ✓ |
| UV20453 | Client care and communication in beauty-related industries | 0 | ✓ | ✓ |
| UV20437 | Apply make-up | 2 | ✓ | ✓ |
| UV20438 | Instruction on make-up application | 0 | ✓ | ✓ |

| Optional units | | | | |
|-----------------------|---|-------------------|----------------|---------------|
| | | External | Internal | |
| VTCT Skills unit code | Unit title | Question paper(s) | Observation(s) | Assignment(s) |
| UV20490 | Display stock to promote sales in a salon | 0 | ✓ | ✓ |
| UV20492 | Promote products and services to clients in a salon | 0 | ✓ | ✓ |
| UV20419 | Provide eyelash and brow treatments | 1 | ✓ | ✓ |

Unit glossary

| | Description |
|---------------------------------------|---|
| VTCT Skills product code | All units are allocated a unique VTCT Skills product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT Skills. |
| Unit title | The title clearly indicates the focus of the unit. |
| National Occupational Standards (NOS) | NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence. |
| Level | Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes. |
| Credit value | This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement. |
| Guided Learning Hours (GLH) | The activity of a learner in being taught or instructed or otherwise participating in education or training under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training. |
| Total Qualification Time (TQT) | The number of hours an awarding organisation has assigned to a qualification for guided learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training. This includes assessment, which takes place as directed. However unlike Guided Learning Hours, TQT is not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training. |
| Observations | This indicates the minimum number of observations required to achieve the unit. |
| Learning outcomes | The learning outcomes are the most important component of the unit, they set out what is expected in terms of knowledge, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning. |
| Evidence requirements | This section provides guidelines on how evidence must be gathered. |
| Maximum service times | The maximum time in which a particular service or practical element must be completed. |
| Observation outcome | An observation outcome details the practical tasks that must be completed to achieve the unit. |
| Knowledge outcome | A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper or portfolio of evidence. |
| Assessment criteria | Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes. |
| Range | The range indicates what must be covered. Ranges must be practically demonstrated in parallel to the unit's observation outcomes. |

UV20483

Follow health and safety practice in the salon

The aim of this unit is to increase your understanding of health and safety and its importance in the salon in which you work. You will develop the ability to carry out a simple risk analysis, recognise a hazard, responsibly deal with the hazards you have found and follow safe and hygienic working practices. You will also need to be able to locate firefighting equipment, first aid resources and have an awareness of fire, emergency and evacuation procedures.

This unit applies to salons or barbershops.

For the purposes of this unit the generic term of practitioner has been used to incorporate the following roles: Barber, Beauty therapist, Complementary therapist, Hairdresser, Make-up, Massage therapist, Nail technician. The term salon is used to incorporate the fixed business locations where services provided by the above practitioners may take place.

Level

2

Credit value

3

GLH

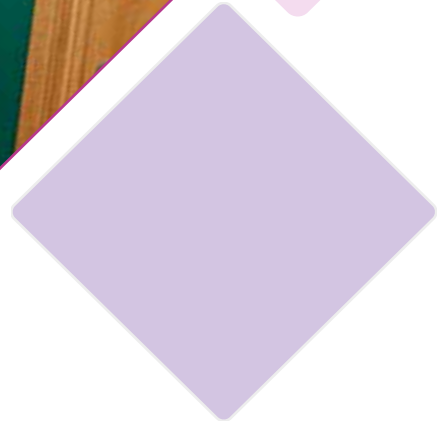
22

Observation(s)

3

External paper(s)

1



Follow health and safety practice in the salon



Learning outcomes

On completion of this unit you will:

1. Be able to maintain health, safety and security practices
2. Be able to follow emergency procedures

Evidence requirements

1. **Environment**
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
Simulation is not allowed in this unit.
3. **Observation outcomes**
Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
5. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit.
6. **External paper**
Knowledge and understanding in this unit will be assessed by an external paper. There is **one external paper** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

Achieving range

There is no range section that applies to this unit.

Observations

Learning outcome 1

Be able to maintain health, safety and security practices

You can:

- a. Conduct yourself in the workplace to meet with health and safety practices and salon policy
- b. Deal with hazards within your own area of responsibility following salon policy
- c. Maintain a level of personal presentation, hygiene and conduct to meet with legal and salon requirements
- d. Follow salon policy for security
- e. Make sure tools, equipment, materials, and work areas meet hygiene requirements
- f. Use required personal protective equipment
- g. Position yourself and the client safely
- h. Handle, use, and store products, materials, tools, and equipment safely to meet with manufacturers' instructions
- i. Dispose of all types of salon waste safely and to meet with legal and salon requirements

| | | | | |
|-----------------------------------|---|---|---|----------|
| Observation | 1 | 2 | 3 | Optional |
| Date achieved | | | | |
| Criteria questioned orally | | | | |
| Portfolio reference | | | | |
| Assessor initials | | | | |
| Learner signature | | | | |

Learning outcome 2

Be able to follow emergency procedures

You can:

- a. Follow emergency procedures
- b. Follow accident reporting procedures which meet with salon policy
- c. Locate fire fighting equipment

| | | | | |
|-----------------------------------|---|---|---|----------|
| Observation | 1 | 2 | 3 | Optional |
| Date achieved | | | | |
| Criteria questioned orally | | | | |
| Portfolio reference | | | | |
| Assessor initials | | | | |
| Learner signature | | | | |

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Achieving the external paper

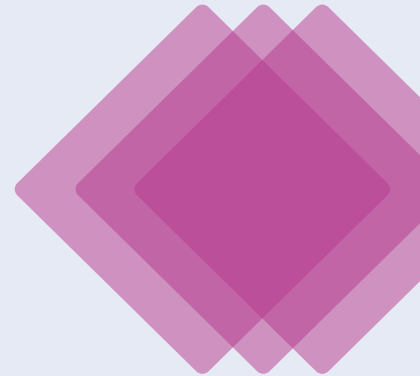
The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

| Paper | Date achieved | Assessor initials |
|--------|---------------|-------------------|
| 1 of 1 | | |



Knowledge



Learning outcome 1

Be able to maintain health, safety and security practices

| You can: | Portfolio reference/ Assessor initials* |
|--|--|
| j. Explain the difference between legislation, codes of practice and workplace policies | |
| k. Outline the main provisions of health and safety legislation | |
| l. State the employer's and employee's health and safety responsibilities | |
| m. State the difference between a 'hazard' and a 'risk' | |
| n. Describe hazards that may occur in a salon | |
| o. State the hazards which need to be referred | |
| p. State the purpose of personal protective equipment used in a salon during different services | |
| q. State the importance of personal presentation, hygiene, and conduct in maintaining health and safety in the salon | |
| r. State the importance of maintaining the security of belongings | |
| s. Outline the principles of hygiene and infection control | |
| t. Describe the methods used in the salon to ensure hygiene | |
| u. Describe the effectiveness and limitations of different infection control techniques | |
| v. Describe how to dispose of different types of salon waste | |

*Assessor initials to be inserted if orally questioned.

Requirements highlighted are assessed in the external paper.

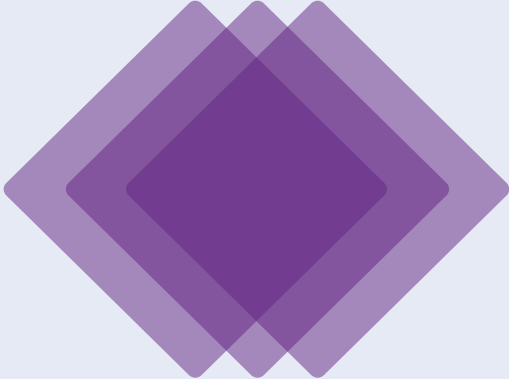


Learning outcome 2

Be able to follow emergency procedures

| You can: | Portfolio reference/ Assessor initials* |
|---|--|
| d. Identify named emergency personnel | |
| e. Describe procedures for dealing with emergencies | |
| f. Outline the correct use of firefighting equipment for different types of fire | |
| g. State the dangers of the incorrect use of firefighting equipment on different types of fires | |
| h. State the importance for reporting and recording accidents | |
| i. Describe the procedure for reporting and recording accidents | |

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.



Notes

Use this area for notes and diagrams.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to maintain health, safety and security practices

Working in accordance with current health and safety legislation:

Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR)), Environmental Protection Act.

Hazards and risks: A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

Hazards – require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

Reasons for risk assessment – staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

Salon hazards: Require immediate action – refer to job description, level of responsibility, report, duty to recognise/deal with hazards, training on dealing with hazards, deal with hazards without endangering self/others, if in doubt call for assistance, nominated personnel, duty to recognise/deal with hazards.

Environmental – wet/slippery floor, cluttered passage/corridors, rearrange furniture, blocked passageway/entrance/ exit.

Equipment – broken, worn, faulty, incorrect use.

Chemicals – leaking, damaged packaging.

Security (cash) – unattended reception/till, money in transit, cash left in till overnight.

Security (people) – staff, clients, visitors, children, personal belongings, disregard of systems (security, emergency evacuation, storage/use of confidential staff/client records, business information).

General hygiene: Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in covered bin, dispense products with a spatula, pump or spray, use disposables as appropriate to treatment/service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise practitioners' hands before, during and after treatments/services.

Learning outcome 1: Be able to maintain health, safety and security practices (continued)

Salon policy for security:

Cash – staff training, point of sale, regular banking, in transit.

People – staff, clients, visitors, children, personal belongings, systems (security, emergency evacuation, storage/use of confidential staff/client records, business information).

Belongings – client to retain personal belongings where possible, empty pockets prior to hanging coat, staff belongings to remain in staff room, avoid personal items in salon.

Security breaches – inform salon/barbershop owner/lecturer/teacher, review records (stock levels/control, monitor takings, inventory of equipment, manual and computerised records), take statements, eye witness accounts, review findings, call in police, notify data protection registry/clients of breach, maintain confidentiality, could result in loss of employment.

Equipment: Follow organisational/manufacturers'/suppliers' instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

Maintenance of tools and equipment:

Equipment and tools cleaned, washed, appropriate sterilisation (barbicide, autoclave, UV, sterilising spray), complete destruction of all living organisms on tools and equipment, disinfection (remove contamination from hard surfaces), heat or chemical methods, visual check, remove and label broken tools and equipment, store correctly.

Preparation of work area: Work station/bed/chair/trolley, equipment cleaned, appropriate sterilisation (barbicide, autoclave, UV, sterilising spray), complete destruction of all living organisms on tools and equipment, disinfection (remove contamination from hard surfaces, large work areas, floors and work surfaces), heat or chemical methods, bactericides, fungicides, viricides, full access around work area, safe professional presentation tools and equipment, visual check on large/ small equipment, portable appliance tested, bed/seat/basin (select height).

How to follow safe and hygienic working practices:

Management of health and safety at work: Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

Personal protective equipment (PPE): Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

Electricity at work: Visual check of equipment, no trailing wires, portable appliance testing.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Learning outcome 1: Be able to maintain health, safety and security practices (continued)

Towels: Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

Reporting of injuries, diseases and dangerous occurrences: Accident book, reporting diseases, byelaws, code of conduct, risk assessment.

Control of substances hazardous to health: Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturers' instructions for use, PPE.

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and ability.

Professional appearance: Clean professional uniform, unobtrusive jewellery or piercings, hair clean and styled, closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (appropriate in length, clean, in good condition and maintained).

Client preparation and care: Preparing for and performing a treatment/service taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice.

Position yourself and the client appropriately:

Practitioner – position self safely, when you sit or stand ensure good posture (straight back, stand upright, even weight distribution, maintain balance, remain relaxed, don't overstretch), poor posture will result in fatigue, uneven service, back/shoulder injury.

Client – seated/laid comfortably (adjust height of chair, adjust back rest of bed), if seated keep feet flat on floor, legs uncrossed, back supported, regular comfort breaks.



Learning outcome 1: Be able to maintain health, safety and security practices (continued)

The difference between health and safety legislation, regulations and code of conduct:

Legislation and regulations – government led, implemented, monitored.

Code of practice and policies – salon/barbershop led, implemented, monitored.

Employer responsibility for safety of staff/employees/clients: Hold current/valid liability insurance, display health and safety rules covering staff/employees/clients/ fire evacuation, provide regular training, accurate record keeping, monitoring, consult experts.

Liability insurance: Employers, public, professional indemnity.

Infection prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene- handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of the working environment and treatment/ service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Environmental working practices: Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for clients and employees', water conservation, environmental waste management.

Sustainable working practices: For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposables and single-use items, record product usage, paper-free appointment systems and pricelists, energy uses reduction, green energy, reduce carbon footprint.

Disposal of waste: Lined waste bin with a lid, byelaws/organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, chemical, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Learning outcome 2: Be able to follow emergency procedures

Emergency procedures:

Accidents – call ambulance, nominated first aider, follow the organisations policy, maintain and update records.

First aid – call nominated first aider, follow the organisations policy, ensure accurate records.

First aid equipment – first aid box(es), list of equipment, general advice leaflet, individually wrapped sterile plasters in assorted sizes, sterile eye pads, individually wrapped triangular bandages, safety pins, large and medium sterile dressings, disposable gloves, eyewash.

Fire evacuation – nominated assembly point, fire wardens, regular simulation/ drills.

Incidents – call security, emergency external numbers 999 (UK) or 112 (EU), follow the organisations policy.

Position of firefighting equipment – induction process.

How to use firefighting equipment – designated personnel, initial/ongoing training.

Records and documentation – initial/ ongoing training, up-to-date, accurate.

Safety drills – induction process, initial/ ongoing training person, regular simulation/ drills.

Staff responsible for safety – overall safety; nominated health and safety officer (internal/external). All staff are responsible for day to day.

Firefighting equipment: Location, extinguishers (water, foam, powder, CO2 gas), sand bucket, fire blanket, alarm.

Incorrect use of firefighting equipment: Fire could escalate or become uncontrollable, injury to staff/clients, risk to life, damage to belongings/property.

UV20453

Client care and communication in beauty-related industries

This unit is about client care and communication in beauty-related industries. You will develop your communication skills to deal with consultations, complaints, client comfort and all forms of client care. You will develop a client-centred approach to all your treatments.

Level

2

Credit value

2

GLH

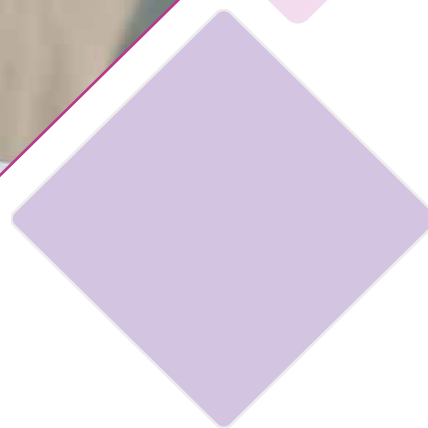
20

Observation(s)

3

External paper(s)

0



Client care and communication in beauty-related industries



Learning outcomes

On completion of this unit you will:

1. Be able to communicate with clients
2. Be able to provide client care

Evidence requirements

1. **Environment**
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
Simulation is not allowed in this unit.
3. **Observation outcomes**
Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Range**
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**
There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

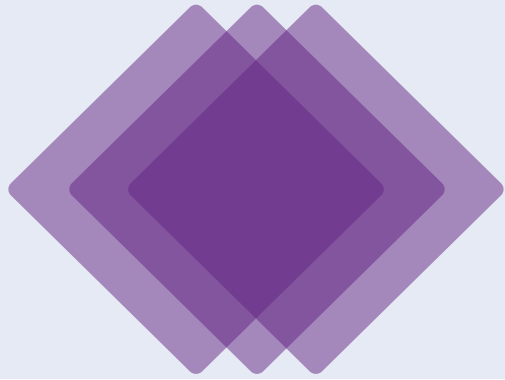
Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

The client requirements for practical observations within this unit are not gender specific.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



Observations

Learning outcome 1

Be able to communicate with clients

You can:

- a. Use effective communication techniques
- b. Use client consultation techniques to identify treatment objectives
- c. Provide the client with clear advice and recommendations

*May be assessed through oral questioning.

| Observation | 1 | 2 | 3 | Optional |
|----------------------------|---|---|---|----------|
| Date achieved | | | | |
| Criteria questioned orally | | | | |
| Portfolio reference | | | | |
| Assessor initials | | | | |
| Learner signature | | | | |



Learning outcome 2

Be able to provide client care

You can:

- a. Maintain client confidentiality in accordance with legislation
- b. Gain feedback from clients on client care
- c. Respond to feedback in a constructive way
- d. Refer client complaints to the relevant person
- e. Assist in client complaints being resolved

*May be assessed through oral questioning.

| | | | | |
|-----------------------------------|---|---|---|----------|
| Observation | 1 | 2 | 3 | Optional |
| Date achieved | | | | |
| Criteria questioned orally | | | | |
| Portfolio reference | | | | |
| Assessor initials | | | | |
| Learner signature | | | | |

Range

*You must practically demonstrate that you have:

| Provided client care to all clients | Portfolio reference |
|--|----------------------------|
| New | |
| Regular | |

| Identified client objectives using all consultation techniques | Portfolio reference |
|---|----------------------------|
| Questioning | |
| Visual | |
| Manual | |

| Used all types of communication | Portfolio reference |
|--|----------------------------|
| Verbal | |
| Non-verbal | |

| Dealt with all types of client care | Portfolio reference |
|--|----------------------------|
| Dealing with complaints | |
| Advice and recommendations | |
| Client comfort | |

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

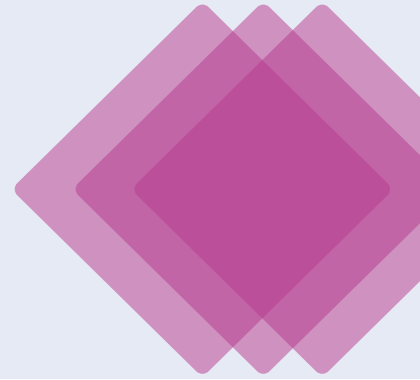
When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.



Knowledge



Learning outcome 1

Be able to communicate with clients

| You can: | Portfolio reference/ Assessor initials* |
|--|--|
| d. Outline different forms of communication used to deal with clients | |
| e. Describe how to use consultation techniques to identify treatment objectives | |
| f. State the importance of using effective communication to identify client needs and expectations | |
| g. Describe the term 'personal space' | |
| h. State the importance of providing the client with clear advice and recommendations | |

*Assessor initials to be inserted if orally questioned.

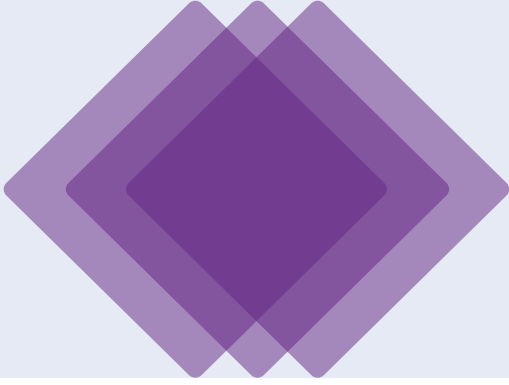


Learning outcome 2

Be able to provide client care

| You can: | Portfolio reference/ Assessor initials* |
|---|--|
| f. Describe client confidentiality in line with data protection legislation | |
| g. Explain the importance of communication techniques to support retail opportunities | |
| h. State the importance of client feedback and responding constructively | |
| i. Outline how to refer and assist in client complaints | |

*Assessor initials to be inserted if orally questioned.



Notes

Use this area for notes and diagrams.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to communicate with clients

Communication techniques:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to treatment/service.

Non-verbal – eye contact, body language, listening.

Written – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

Visual aids – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

Adapting and tailoring approaches – for different clients, for example, new and existing clients, according to age, health conditions.

Clarification – checking client understanding of proposed treatment/service and expected outcomes, checking client's comfort and wellbeing throughout the treatment/service.

Personal space: Space between client and therapist, positioning of client, suitable location for consultation, client's comfort, client's privacy, unobtrusive behaviour.

Consultation techniques: Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference, prevent contra-actions, courteous, eye contact, verbal communication, non-verbal communication, avoid conflict between a client and therapist, use a range of related terminology linked to treatment/service being performed.

Recommendations to client:

Pre-treatment/service instructions on treatment/service process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, further treatments, fees and treatment/service options, adaptations and modifications, post-treatment/service advice/aftercare, lifestyle changes to maintain or improve health.

Learning outcome 1: Be able to communicate with clients (continued)

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

Infection prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of working environment and treatment/service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Learning outcome 2: Be able to provide client care

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of couch and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice, preparation of props for client support.

Client preparation: Consult with client, perform any necessary pre-treatment/service tests, provide modesty robe/gown, advise client on clothing to remove/keep on, maintain client comfort, privacy and modesty, client positioned correctly.

Communication techniques

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, open questioning related to treatment, impart information to ensure client understanding

Non-verbal – eye contact, body language, listening.

Retail opportunities: Completion of consultation, linking of retail/sales, selling products and other services.

Record keeping: Accurate appointment systems, stationery, loyalty rewards, acknowledgement of occasions, consultation record keeping, refer to existing records, ensure information is concise, accurate and in logical order (name, address, contact details, age range, lifestyle profile – work status, medical history, contra-indications, general health

and wellbeing, diet and fluid intake, sleep patterns, stress levels, sport/hobbies, recent activities, reason for treatment, treatment history, allergies/hypersensitivity, contra-actions, skin sensitivity/allergy alert test, current skincare/body care regime, treatment/service requirements, client preferences and expectations, skin/hair analysis, adaptations and modifications, recommendations, treatment plan including products, expected outcomes, alternative treatment/service options, client informed consent and signature), update record at the end of the service, update at each visit, maintained electronically/digitally/paper-based, documented and stored in compliance with current data protection legislation, for example General Data Protection Regulations (GDPR).

Client care feedback: Client consultation form, comments box, verbal and non-verbal methods, target setting, relate to feedback constructively professional manner, polite, courteous, personal development, improves client satisfaction, salon profits, career development, team work, employee training, reputation, repeat business, additional treatments/services.

Client complaints: Professional manner, polite, courteous, good client care, referral person senior therapist, senior receptionist or manager, resolve situation and assist, good communication techniques, maintain positive client care, eye contact, facial expressions and body language, deal with situation calmly, methods of recording complaints, prompt response verbally/written.

UV20437

Apply make-up

This unit is about providing make-up for a variety of occasions, including day, evening and special occasions. You will be able to work with a variety of skin types and apply a wide range of make-up products to different skin tones and age groups. You will need to maintain effective health, safety and hygiene throughout your work.

Level

2

Credit value

5

GLH

41

Observation(s)

3

External paper(s)

2



Apply make-up

Learning outcomes

On completion of this unit you will:

1. Be able to prepare for make-up application
2. Be able to apply make-up

Evidence requirements

1. **Environment**
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
Simulation is not allowed in this unit.
3. **Observation outcomes**
Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Range**
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**
Knowledge and understanding in this unit will be assessed by an external paper. There are **two external papers** that must be achieved. The criteria that make up the paper are highlighted throughout this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

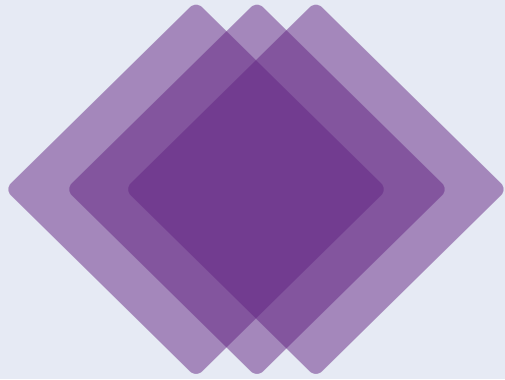
Maximum service times

The following maximum service times apply to this unit:

Natural make-up – 30 minutes

Evening make-up – 45 minutes

Special occasion make-up – 45 minutes
(for example, bridal)



Observations

Learning outcome 1

Be able to prepare for make-up application

You can:

- a. Prepare yourself, client and work area for make-up
- b. Use suitable consultation techniques to identify treatment objectives
- c. Carry out a skin analysis
- d. Provide clear recommendations to the client
- e. Select products, tools and equipment to suit client treatment needs, skin types and conditions, and facial features

*May be assessed through oral questioning.

| Observation | 1 | 2 | 3 | Optional |
|----------------------------|---|---|---|----------|
| Date achieved | | | | |
| Criteria questioned orally | | | | |
| Portfolio reference | | | | |
| Assessor initials | | | | |
| Learner signature | | | | |



Learning outcome 2

Be able to apply make-up

You can:

- a. Communicate and behave in a professional manner
- b. Follow health and safety working practices
- c. Position yourself and client correctly throughout the treatment
- d. Use products, tools, equipment and techniques to suit clients treatment needs, skin type and conditions, and facial features
- e. Complete the treatment to the satisfaction of the client to suit a range of occasions
- f. Record the results of the treatment
- g. Provide suitable aftercare advice

*May be assessed through oral questioning.

| | | | | |
|-----------------------------------|---|---|---|----------|
| Observation | 1 | 2 | 3 | Optional |
| Date achieved | | | | |
| Criteria questioned orally | | | | |
| Portfolio reference | | | | |
| Assessor initials | | | | |
| Learner signature | | | | |

Range

***You must practically demonstrate that you have:**

| Used all consultation techniques | Portfolio reference |
|---|----------------------------|
| Questioning | |
| Visual | |
| Manual | |
| Reference to client records | |

| Dealt with a minimum of 1 of the necessary actions | Portfolio reference |
|---|----------------------------|
| Encouraging clients to seek medical advice | |
| Explaining why the service cannot be carried out | |
| Modification of the service | |

| Applied make-up to all client age groups | Portfolio reference |
|---|----------------------------|
| 16-30 | |
| 31-50 | |
| Over 50 | |

| Identified a minimum of 3 skin types | Portfolio reference |
|---|----------------------------|
| Oily | |
| Dry | |
| Combination | |
| Normal (balanced) | |

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

***You must practically demonstrate that you have:**

| Identified a minimum of 2 skin conditions | Portfolio reference |
|--|----------------------------|
| Congested | |
| Dehydrated | |
| Fragile | |
| Hyper/hypopigmentation | |
| Lack lustre | |
| Lax elasticity | |
| Mature | |
| Photo-aged | |
| Photo-sensitive | |
| Pustular | |
| Sensitised | |
| Sensitive | |
| Vascular | |

| Applied make-up considering all facial features | Portfolio reference |
|--|----------------------------|
| Eye shape | |
| Eye colour | |
| Face shape | |
| Lip shape | |

| Applied make-up for all styles/occasions | Portfolio reference |
|---|----------------------------|
| Natural | |
| Evening | |
| Special occasion | |

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



***You must practically demonstrate that you have:**

| Used all make-up products | Portfolio reference |
|----------------------------------|----------------------------|
| Primers | |
| Foundations | |
| Setting powders | |
| Bronzing products | |
| Concealer creams | |
| Brightening creams | |
| Cream and powder highlighters | |
| Cream and powder shades | |
| Blusher | |
| Eyebrow products | |
| Eye shadows | |
| Eye liners | |
| Mascara | |
| Lip products | |
| Strip eyelashes | |
| Strip eyelash adhesive | |
| Setting/finishing spray | |

| Provided all types of advice/instructions | Portfolio reference |
|--|----------------------------|
| The individual and practitioner's legal rights and responsibilities | |
| Pre and post-treatment instructions and care | |
| Restrictions and associated risks – avoidance of activities which may cause contra-actions | |
| Future treatment needs | |

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Achieving the external paper

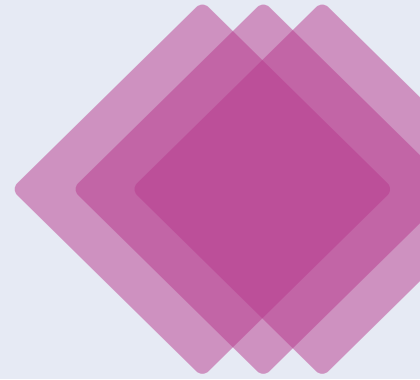
The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

Your assessor will complete the following table when the 70% pass mark has been achieved.

| Paper | Date achieved | Assessor initials |
|--------|---------------|-------------------|
| 1 of 2 | | |
| 2 of 2 | | |



Knowledge



Learning outcome 1

Be able to prepare for make-up application

| You can: | Portfolio reference/ Assessor initials* |
|---|--|
| f. Describe workplace requirements for preparing yourself, the client and work area | |
| g. State the environmental conditions suitable for make-up | |
| h. Describe different consultation techniques used to identify treatment objectives | |
| i. Explain the importance of carrying out a detailed skin analysis | |
| j. Describe how to select products, tools and equipment to suit client treatment needs, skin classifications, skin types and conditions, and facial features. | |
| k. Describe how to identify skin classifications, skin types and conditions, skin characteristics and facial features. | |
| l. Describe the contra-indications which prevent or restrict make-up application | |

*Assessor initials to be inserted if orally questioned.

Requirements highlighted are assessed in the external paper.



Learning outcome 2

Be able to apply make-up

| You can: | Portfolio reference/ Assessor initials* |
|---|--|
| h. State how to communicate and behave in a professional manner | |
| i. Describe health and safety working practices | |
| j. State the importance of positioning yourself and the client correctly throughout the treatment | |
| k. State the importance of using products, tools, equipment and techniques to suit clients treatment needs, skin classifications, skin type and conditions, and facial features | |
| l. Explain how to use corrective methods to suit client treatment needs, skin classifications, skin types and conditions, and facial features. | |
| m. State the contra-actions that may occur during and following treatments and how to respond | |
| n. State the importance of completing the treatment to the satisfaction of the client | |
| o. State the importance of completing treatment records | |
| p. State the aftercare advice that should be provided | |
| q. Describe the structure and functions of the skin | |
| r. Describe diseases and disorders of the skin | |
| s. Explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone | |

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.

Learning outcome 2 (continued)

Be able to apply make-up

| You can: | Portfolio reference/ Assessor initials* |
|---|--|
| t. State the position and action of the muscles of the head, neck and shoulders | |
| u. State the names and position of the bones of the head, neck and shoulders | |
| v. Describe the structure and function of the blood and lymphatic system for the head, neck and shoulders | |

* Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to prepare for make-up application

Management of health and safety at work:

Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

Infection prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of working environment and treatment resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Personal protective equipment (PPE): Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

Client preparation and care: Preparing for and performing a treatment taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

Towels: Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

Regulations: Working in accordance with current health and safety legislation: Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act, UK General Data Protection Regulations (GDPR), Environmental Protection Act.

Electricity at work: Checking/visual check of equipment, no trailing wires, portable appliance testing.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Learning outcome 1: Be able to prepare for make-up application (continued)

Reporting of injuries, diseases and dangerous occurrences regulations:

Accident book, reporting diseases, local byelaws, code of conduct, risk assessment.

Control of substances hazardous to health regulations:

Replace lids, ventilation for vapour and dust, avoid overexposure to chemicals, correct use of chemicals, follow storage, handling, use and disposal, correct disposal of contaminated waste, products, check end date, packaging, store away from heat, damp and direct sunlight, dispose of contaminated waste in a closed top bin, relevant manufacturer's instructions, no smoking, eating, drinking.

Hazards and risks: A hazard is something that has the potential to cause harm, a risk is the likelihood of a hazard happening.

Hazards: Require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

Reasons for risk assessment: Staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, requirement of legislation.

Employer responsibility: Current and valid liability insurance, display health and safety rules covering staff, employees, clients, fire evacuation, provide regular training, accurate record keeping, monitoring.

Liability insurance: Employers, public, professional indemnity.

Equipment: Follow organisational/manufacturers'/suppliers' instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

Security (cash): Staff training, point of sale, regular banking, in transit.

Security (people): Staff, clients, visitors, children, personal belongings, systems – security, emergency evacuation, storage, client records, business information.

Hygiene:

General – clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in covered bin, dispense products with a spatula, pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise own hands before, during and after services.

Sterilisation – autoclave, glass bead, chemical, UV cabinet for storage only.

Disinfection – heat or chemical methods, bactericides, fungicides, viricides, UV cabinet for storage only.

Disposal of waste: Lined waste bin, organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Learning outcome 1: Be able to prepare for make-up application (continued)

Environmental working practices:

Effective and energy efficient working practices, for example lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for client and employees, water conservation, environmental waste management.

Sustainable working practices: For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposable and single-use items, record product usage, paper-free appointment systems and pricelists.

Make-up artist health and wellbeing:

Maintain correct posture when performing service, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue. Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation,

appropriate room temperature, lighting, ambience, music, hygienic set up of couch/ chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice, preparation of props for client support.

Client preparation: Consult with client, perform any necessary pre-treatment skin tests, provide modesty robe/gown, advise client on clothing to remove/keep on, maintain client comfort, privacy and modesty, client positioned correctly.

Communication:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to service.

Non-verbal – eye contact, body language, listening.

Written – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

Visual aids – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

Adapting and tailoring approaches – for different clients, for example, new and existing clients, according to age, health conditions.

Clarification – checking client understanding of proposed service and expected outcomes, checking client's comfort and wellbeing throughout the service.



Learning outcome 1: Be able to prepare for make-up application (continued)

Record keeping: Accurate appointment systems, stationery, loyalty rewards, acknowledgement of occasions, consultation record keeping, refer to existing records, ensure information is concise, accurate and in logical order (name, address, contact details, age range, lifestyle profile – work status, medical history, contra-indications, general health and wellbeing, diet and fluid intake, sleep patterns, stress levels, sport/hobbies, recent activities, reason for service, service history, allergies/hypersensitivity, contra-actions, skin sensitivity tests (allergy alert tests), current skincare regime, service requirements, client preferences and expectations, skin analysis, adaptations and modifications, recommendations, service plan including products, expected outcomes, alternative service options, client informed consent and signature), update record at the end of the service, update at each visit, maintained electronically/digitally/paper-based, documented and stored in compliance with current data protection legislation, for example General Data Protection Regulations (GDPR).

Professional appearance: Clean professional uniform, no jewellery, no piercings, hair neatly tied back (fringe secured), closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (clean, short, polish-free, good condition and maintained).

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

The legal requirements for providing treatments to minors and/or vulnerable clients: Parental/guardian consent and presence during treatment/service, insurance.

Consultation techniques: Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

Learning outcome 1: Be able to prepare for make-up application (continued)

Contra-indications:

Absolute contra-indication – an absolute contra-indication is a condition that prevents the service from being carried out and may require referral.

Examples of contra-indications that may prevent service (absolute contra-indications) – contagious skin disorders – bacterial (impetigo), viral (herpes simplex, herpes zoster), fungal (tinea corporis), systemic medical conditions, conjunctivitis, severe skin conditions and eye infections, acne, boils and warts, parasitic infestations (for example, scabies), known allergies, hypersensitive skin, recent operations in area, open wounds/cuts/abrasions, undiagnosed lumps/pain, positive skin test (allergy alert test).

Relative contra-indication – a relative contra-indication is a condition that requires an assessment of suitability for the service and/or if adaptations are required.

Examples of contra-indications that may restrict service (relative contra-indications) – recent scar tissue, minor eczema, minor psoriasis, minor cuts, minor abrasions, minor bruising, hyperkeratosis, skin allergies, styes, facial piercing, watery eyes.

The importance of recognising suspicious skin irregularities and lesions and referral to a relevant healthcare professional.

Products: Skin preparation products (eye make-up remover, cleanser, toner, moisturiser, SPF), primers (facial, eyelid), foundations (SPF, oil based, water based, mineral based, medicated foundations), setting powders (banana, translucent, colourless, high definition), bronzing products, concealer creams, brightening cream, cream and powder highlighters, cream and powder shades, blush (cream and powder), eyebrow products (pomade, pencil, powder, gels), eye shadows (cream, powder, pigment, glitters), eye liners (liquid, gel, kohl pencil), mascara (waterproof, non-waterproof, fibre building), lip products (exfoliator, colours, gloss, liner), strip eyelashes, strip eyelash glue, setting/finishing spray, products for cleaning (disinfecting fluid, sterilising solution, sanitiser).

Tools and equipment: Couch/chair – adjustable, couch/chair cover, couch roll, trolley, magnifying lamp, additional support/props, hair protection, tissues, cotton wool, spatulas, bowls, facial sponges, lined waste bin, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to treatment, make-up brushes, make-up palette, single use items, mirror, sterile eyelash curlers, sterile tweezers.

Recommendations to client: Pre-treatment instructions on service process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, further services, fees and treatment options, adaptations and modifications, post-service advice/aftercare, lifestyle changes to maintain or improve health.



Learning outcome 1: Be able to prepare for make-up application (continued)

Skin analysis: Carry out using a magnifying lamp, protect client's eyes, check all areas of the face and neck for skin type, condition, characteristics and facial features, record results on record card.

Skin classifications: Fitzpatrick scale, Lancer scale.

Skin types: Normal (balanced), oily, dry, combination.

Skin conditions: Congested, dehydrated, fragile, hyper/hypopigmentation, lack lustre, lax elasticity, mature, photo-aged, photo-sensitive, pustular, sensitised, sensitive, vascular.

Facial features: Eye shape, eye colour, face shape, lip shape.

Examples of skin characteristics: Broken capillaries, pustules, papules, milia, comedones, open pores, fine lines and wrinkles, dark circles.

Learning outcome 2: Be able to apply make-up

Make-up style/occasion:

Natural (for example, daytime wear), evening (for example, party), special occasion (for example, wedding).

Product selection and techniques:

In accordance with client needs and requirements, make-up style/occasion, skin type, skin condition and facial features.

Skin preparation: Eye make-up removal, cleansing, toning, moisturising, SPF, skin primer.

Application of make-up products: Use of cut out method for hygiene, decant products onto make-up palette, use of disposable/single use items, follow manufacturers' instructions.

- foundation (SPF, oil based, water based, mineral based, medicated foundations)
- setting powder (banana, translucent, colourless, high definition)
- bronzing product
- concealer creams
- brightening cream
- cream and powder highlighters
- cream and powder shades
- blush (cream and powder)
- eyebrow products (pomade, pencil, powder, gels)
- eye shadow (cream, powder, pigment, glitters)
- eye liner (liquid, gel, kohl pencil)
- mascara (waterproof, non-waterproof, fibre building)
- lip products (exfoliator, colours, gloss, liner)

Corrective techniques: Highlighting, shading, colour correction, face shape, eye shape, lip shape, brow definition.

Selection of strip eyelashes: Select strip eyelashes and adhesive in accordance with client needs and requirements (for example, strip eyelash length, density, style, and colour).

Application of strip eyelashes: Measure the strip eyelashes to the client's eye shape and trim if required with sterile scissors, apply adhesive to the base of strip eyelashes and allow to become tacky, apply the strip eyelash to the centre of the eyelash line, securing the inner and outer corners.

Evaluation and client satisfaction: Agree result verbally and in writing through client feedback on record card, client objective, results of service, before and after photos, future services, record adaptations for next service.

Aftercare advice: Post-service instructions/recommendations, verbal and written, for immediate aftercare, avoidance of activities that may cause contra-actions, for example, heat treatments, touching the skin, contra-actions and how to deal with them, suitable skin care regime and home treatments, make-up removal techniques, make-up reapplication techniques, lifestyle changes/improvements, for example stress management techniques, healthy eating and fluid intake, further services and frequency, alternative service options, retail products.



Learning outcome 2: Be able to apply make-up (continued)

Contra-actions: Establish if it is an expected reaction or an unexpected/adverse reaction.

In the case of expected reactions – provide immediate post-service aftercare and advice for homecare, for example increase water intake, use of hypo-allergenic products.

In the case of unexpected/adverse reactions – discontinue service, take remedial action, record unexpected/adverse reaction, advise on homecare and how to access remedial medical care if required.

Possible expected reactions – for example, erythema, watery eyes.

Possible unexpected/adverse reactions – for example, hyperaemia, allergic reaction, oedema.

Skin:

Epidermis – basal cell layer (stratum germinativum), prickle cell layer (stratum spinosum), granular layer (stratum granulosum), clear layer (stratum lucidum), horny layer (stratum corneum).

Dermis – blood and lymph supply, fibroblasts, collagen, elastin, hair, sebaceous glands, arrector pili muscle, dermal papilla, sweat glands (eccrine and apocrine), sensory nerve endings.

Hypodermis – subcutaneous layer, adipose tissue, adipocytes.

Functions of the skin – protection, heat regulation, absorption, secretion, elimination, sensation, formation of Vitamin D, melanin production, process of keratinisation, skin barrier function.

Example of diseases and disorders of the skin: Impetigo, boils, carbuncles, herpes simplex, herpes zoster, scabies, pediculosis, tinea corporis, eczema, psoriasis, dermatitis, acne vulgaris, acne rosacea, milia, comedones, pustules, papules, open pores, cysts, moles, skin tags, keloid scar, malignant melanoma/carcinoma, urticaria, seborrhoea, hyperpigmentation, hypopigmentation, chloasma, vitiligo, dermatosis papulosa nigra (DPN), vitiligo, naevi, broken capillaries, dark circles, xanthomas.

Muscles:

Position and action of the muscles of the head, neck and shoulders – sternocleidomastoid, platysma, buccinator, orbicularis oris, orbicularis oculi, mentalis, corrugator, frontalis.

Bones:

Names and position of the bones of the head, neck and shoulders – frontal, parietal, temporal, occipital, nasal, zygomatic, maxilla, mandible, cervical vertebrae, shoulder girdle (clavicle, scapula).

Circulatory system:

Functions of blood – transport, regulation, protection, clotting.

Arteries – internal and external carotid, occipital, temporal, facial.

Veins – internal and external jugular, occipital, temporal, subclavian.

Circulation – heart, pulmonary circulation, capillaries, systemic circulation.

Learning outcome 2: Be able to apply make-up

Lymphatic system:

Functions of the lymphatic system – fluid distribution, fighting infection, transport of fat.

Functions of lymph nodes – filter toxins, clean lymphatic fluid, antibodies and antitoxins, produce lymphocytes.

Position of lymph nodes – occipital, mastoid, superficial cervical, deep cervical, parotid, buccal, submental, submandibular.

Ageing process: Loss of elasticity, dryness of skin, cell regeneration slows, thinning of skin, broken capillaries, slack muscle tone/lax elasticity, lack lustre, photo-aged, poor circulation, waste product removal slows, less fatty tissue, irregular pigmentation.

Lifestyle and environmental factors that affect skin: Occupation, diet and fluid intake, sleep patterns, smoking, exercise, hobbies, home situation, stress levels, medication, illness, premature ageing, lack of effective skin care, UV exposure, hot and cold temperatures, air pollution.

UV20438

Instruction on make-up application

This unit is about providing make-up instruction and giving advice to clients from a variety of age groups and for a range of different purposes. You will be able to advise and instruct on the correct use of tools, equipment and the application of make-up products to suit a variety of clients' needs. To carry out this unit you will need to maintain effective health, safety and hygiene throughout your work.

Level

2

Credit value

5

GLH

34

Observation(s)

3

External paper(s)

0



Instruction on make-up application



Learning outcomes

On completion of this unit you will:

1. Be able to prepare for make-up instruction
2. Be able to instruct on make-up application

Evidence requirements

1. **Environment**
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
Simulation is not allowed in this unit.
3. **Observation outcomes**
Competent performance of Observation outcomes must be demonstrated on at **least three occasions**.
4. **Range**
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. **External paper**
There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

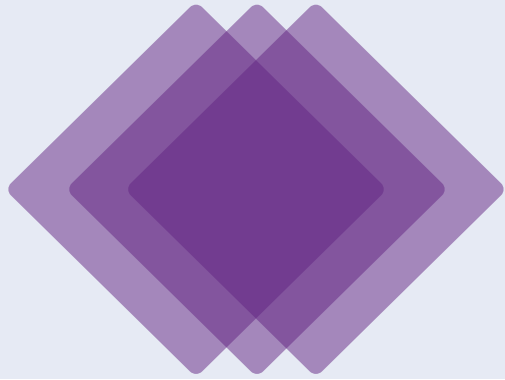
Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



Observations

Learning outcome 1

Be able to prepare for make-up instruction

You can:

- a. Prepare yourself, client and work area for make-up treatment
- b. Use suitable consultation techniques to identify treatment objectives
- c. Provide clear recommendations to the client
- d. Select products and tools to suit client treatment needs, skin types and conditions, and facial features

*May be assessed through oral questioning.

| Observation | 1 | 2 | 3 | Optional |
|----------------------------|---|---|---|----------|
| Date achieved | | | | |
| Criteria questioned orally | | | | |
| Portfolio reference | | | | |
| Assessor initials | | | | |
| Learner signature | | | | |



Learning outcome 2

Be able to instruct on make-up application

You can:

- a. Communicate and behave in a professional manner
- b. Follow health and safety working practices
- c. Position yourself and client correctly throughout the treatment
- d. Use products, tools, equipment and techniques to suit client's treatment needs
- e. Instruct the client(s) on make-up application to promote understanding
- f. Provide the client with written make-up instructions
- g. Evaluate the effectiveness of the make-up instruction with the client
- h. Complete the treatment to the satisfaction of the client
- i. Record the results of the treatment
- j. Provide suitable aftercare advice

*May be assessed through oral questioning.

| Observation | 1 | 2 | 3 | Optional |
|----------------------------|---|---|---|----------|
| Date achieved | | | | |
| Criteria questioned orally | | | | |
| Portfolio reference | | | | |
| Assessor initials | | | | |
| Learner signature | | | | |

Range

*You must practically demonstrate that you have:

| Used all consultation techniques | Portfolio reference |
|----------------------------------|---------------------|
| Questioning | |
| Visual | |
| Manual | |
| Reference to client records | |

| Dealt with a minimum of 1 of the necessary actions | Portfolio reference |
|--|---------------------|
| Encouraging clients to seek medical advice | |
| Explaining why the service cannot be carried out | |
| Modification of the service | |

| Identified a minimum of 3 skin types | Portfolio reference |
|--------------------------------------|---------------------|
| Oily | |
| Dry | |
| Combination | |
| Normal (balanced) | |

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

***You must practically demonstrate that you have:**

| Identified a minimum of 2 skin conditions | Portfolio reference |
|---|---------------------|
| Congested | |
| Dehydrated | |
| Fragile | |
| Hyper/hypopigmentation | |
| Lack lustre | |
| Lax elasticity | |
| Mature | |
| Photo-aged | |
| Photo-sensitive | |
| Pustular | |
| Sensitised | |
| Sensitive | |
| Vascular | |

| Applied and instructed on make-up considering all facial features | Portfolio reference |
|---|---------------------|
| Eye shape | |
| Eye colour | |
| Face shape | |
| Lip shape | |

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



***You must practically demonstrate that you have:**

| Given make-up instruction for all styles/occasions | Portfolio reference |
|---|----------------------------|
| Natural make-up | |
| Evening make-up | |
| Special occasion make-up | |

| Used all instructional techniques | Portfolio reference |
|--|----------------------------|
| Skills demonstration | |
| Use of diagrams | |
| Verbal explanation | |
| Use of written instructions | |

| Used all types of resources | Portfolio reference |
|------------------------------------|----------------------------|
| Skin care products | |
| Make-up products | |
| Make-up tools and equipment | |
| Suitable mirror | |
| Face chart | |

| Provided all types of advice/instructions | Portfolio reference |
|--|----------------------------|
| The individual and practitioner's legal rights and responsibilities | |
| Pre and post-treatment instructions and care | |
| Restrictions and associated risks – avoidance of activities which may cause contra-actions | |
| Future treatment needs | |

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

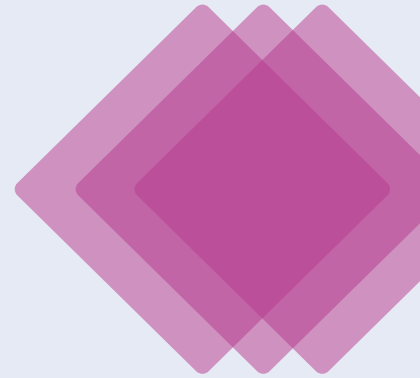
When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.



Knowledge



Learning outcome 1

Be able to prepare for make-up instruction

| You can: | Portfolio reference/ Assessor initials* |
|--|--|
| e. Describe workplace requirements for preparing yourself, the client and work area | |
| f. State the environmental conditions suitable for make-up treatments | |
| g. Describe different consultation techniques used to identify treatment objectives | |
| h. Describe how to select products, tools and equipment to suit client treatment needs, skin classifications, skin types and conditions, and facial features | |
| i. Identify skin classifications, skin types and conditions, skin characteristics, and facial features | |
| j. Describe the contra-indications which may prevent or restrict treatment | |

*Assessor initials to be inserted if orally questioned.

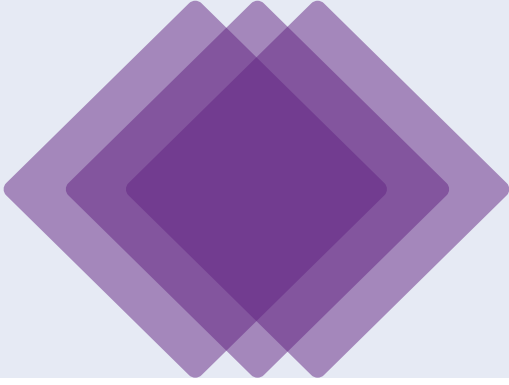


Learning outcome 2

Be able to instruct on make-up application

| You can: | Portfolio reference/ Assessor initials* |
|---|--|
| k. Describe the use and purpose of make-up tools and products | |
| l. State how to communicate and behave in a professional manner | |
| m. Describe health and safety working practices | |
| n. State the importance of positioning yourself and the client correctly throughout the treatment | |
| o. State the importance of using products, tools, equipment and techniques to suit client's treatment needs | |
| p. State the importance of instructing the client on make-up application to promote understanding | |
| q. Describe the importance of evaluating the effectiveness of the make-up instruction with the client | |
| r. State the contra-actions that may occur during and following treatments and how to respond | |
| s. State the importance of completing the treatment to the satisfaction of the client | |
| t. State the importance of completing treatment records | |
| u. State the aftercare advice that should be provided | |
| v. Describe the structure and function of the skin | |
| w. State the position and action of the muscles of the head, neck and shoulders | |
| x. State the names and position of the bones of the head, neck and shoulders | |

*Assessor initials to be inserted if orally questioned.



Notes

Use this area for notes and diagrams.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to prepare for make-up instruction

Management of health and safety at work:

Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

Infection prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of working environment and treatment resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Personal protective equipment (PPE): Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

Client preparation and care: Preparing for and performing a treatment taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

Towels: Wash regularly and efficiently, use fresh/single use towels for every client, place dirty towels in a covered bin.

Regulations: Working in accordance with current health and safety legislation: Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act, UK General Data Protection Regulations (GDPR), Environmental Protection Act.

Electricity at work: Checking/visual check of equipment, no trailing wires, portable appliance testing.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Reporting of injuries, diseases and dangerous occurrences regulations: Accident book, reporting diseases, local byelaws, code of conduct, risk assessment.

Learning outcome 1: Be able to prepare for make-up instruction (continued)

Control of substances hazardous to health regulations:

Replace lids, ventilation for vapour and dust, avoid overexposure to chemicals, correct use of chemicals, follow storage, handling, use and disposal, correct disposal of contaminated waste, products, check end date, packaging, store away from heat, damp and direct sunlight, dispose of contaminated waste in a closed top bin, relevant manufacturer's instructions, no smoking, eating, drinking.

Hazards and risks: A hazard is something that has the potential to cause harm, a risk is the likelihood of a hazard happening.

Hazards: Require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

Reasons for risk assessment: Staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, requirement of legislation.

Employer responsibility: Current and valid liability insurance, display health and safety rules covering staff, employees, clients, fire evacuation), provide regular training, accurate record keeping, monitoring.

Liability insurance: Employers, public, professional indemnity.

Equipment: Follow organisational/manufacturers'/suppliers' instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

Security (cash): Staff training, point of sale, regular banking, in transit.

Security (people): Staff, clients, visitors, children, personal belongings, systems – security, emergency evacuation, storage, client records, business information.

Hygiene:

General – clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in covered bin, dispense products with a spatula, pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise own hands before, during and after services.

Sterilisation – autoclave, glass bead, chemical, UV cabinet for storage only.

Disinfection – heat or chemical methods, bactericides, fungicides, viricides, UV cabinet for storage only.

Disposal of waste: Lined waste bin, organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Learning outcome 1: Be able to prepare for make-up instruction (continued)

Environmental working practices:

Effective and energy efficient working practices, for example lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for client and employees, water conservation, environmental waste management.

Sustainable working practices: For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposable and single-use items, record product usage, paper-free appointment systems and pricelists.

Make-up artist health and wellbeing:

Maintain correct posture when performing service, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue. Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of couch/ chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice, preparation of props for client support.

Client preparation: Consult with client, perform any necessary pre-treatment skin tests, provide modesty robe/gown, advise client on clothing to remove/keep on, maintain client comfort, privacy and modesty, client positioned correctly.

Communication:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to service.

Non-verbal – eye contact, body language, listening.

Written – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

Visual aids – photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.



Learning outcome 1: Be able to prepare for make-up instruction (continued)

Adapting and tailoring approaches – for different clients, for example, new and existing clients, according to age, health conditions.

Clarification – checking client understanding of proposed service and expected outcomes, checking client's comfort and wellbeing throughout the service.

Record keeping: Accurate appointment systems, stationery, loyalty rewards, acknowledgement of occasions, consultation record keeping, refer to existing records, ensure information is concise, accurate and in logical order (name, address, contact details, age range, lifestyle profile – work status, medical history, contra-indications, general health and wellbeing, diet and fluid intake, sleep patterns, stress levels, sport/hobbies, recent activities, reason for service, service history, allergies/hypersensitivity, contra-actions, skin sensitivity tests (allergy alert tests), current skincare regime, service requirements, client preferences and expectations, skin analysis, adaptations and modifications, recommendations, service plan including products, expected outcomes, alternative service options, client informed consent and signature), update record at the end of the service, update at each visit, maintained electronically/digitally/paper-based, documented and stored in compliance with current data protection legislation, for example General Data Protection Regulations (GDPR).

Professional appearance: Clean professional uniform, no jewellery, no piercings, hair neatly tied back (fringe secured), closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (clean, short, polish-free, good condition and maintained).

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

The legal requirements for providing treatments to minors and/or vulnerable clients: Parental/ guardian consent and presence during treatment/service, insurance.

Consultation techniques: Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

Learning outcome 1: Be able to prepare for make-up instruction (continued)

Contra-indications:

Absolute contra-indication – an absolute contra-indication is a condition that prevents the service from being carried out and may require referral.

Examples of contra-indications that may prevent the service (absolute contra-indications) – contagious skin disorders – bacterial (impetigo), viral (herpes simplex, herpes zoster), fungal (tinea corporis), systemic medical conditions, conjunctivitis, severe skin conditions and eye infections, acne, boils and warts, parasitic infestations (for example, scabies), known allergies, hypersensitive skin, recent operations in area, open wounds/cuts/abrasions, undiagnosed lumps/pain, positive skin test (allergy alert test).

Relative contra-indication – a relative contra-indication is a condition that requires an assessment of suitability for the service and/or if adaptations are required.

Examples of contra-indications that may restrict the service (relative contra-indications) – recent scar tissue, minor eczema, minor psoriasis, minor cuts, minor abrasions, minor bruising, hyperkeratosis, skin allergies, styes, facial piercing, watery eyes.

The importance of recognising suspicious skin irregularities and lesions and referral to a relevant healthcare professional.

Products: Skin preparation products (eye make-up remover, cleanser, toner, moisturiser, SPF), primers (facial, eyelid), foundations (SPF, oil based, water based, mineral based, medicated/anti-blemish foundations), setting powders (banana, translucent, colourless, high definition), bronzing products, concealer creams, brightening cream, cream and powder highlighters, cream and powder shades, blush (cream and powder), eyebrow products (pomade, pencil, powder, gels), eye shadows (cream, powder, pigment, glitters), eye liners (liquid, gel, kohl pencil), mascara (waterproof, non-waterproof, fibre building), lip products (exfoliator, colours, gloss, liner), strip eyelashes, strip eyelash glue, setting/finishing spray, products for cleaning (disinfecting fluid, sterilising solution, sanitiser).

Tools and equipment: Couch/chair – adjustable, couch/chair cover, couch roll, trolley, magnifying lamp, additional support/props, hair protection, tissues, cotton wool, spatulas, bowls, facial sponges, lined waste bin, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to treatment, make-up brushes, make-up palette, single use items, mirror, sterile eyelash curlers, sterile tweezers.

Recommendations to client: Pre-treatment instructions on service process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, further services, fees and treatment options, adaptations and modifications, post-service advice/aftercare, lifestyle changes to maintain or improve health.



Learning outcome 1: Be able to prepare for make-up instruction (continued)

Skin analysis: Carry out using a magnifying lamp, protect client's eyes, check all areas of the face and neck for skin type, condition, characteristics and facial features, record results on record card.

Skin classifications: Fitzpatrick scale, Lancer scale.

Skin types: Normal (balanced), oily, dry, combination.

Skin conditions: Congested, dehydrated, fragile, hyper/hypopigmentation, lack lustre, lax elasticity, mature, photo-aged, photo-sensitive, pustular, sensitised, sensitive, vascular.

Facial features: Eye shape, eye colour, face shape, lip shape.

Examples of skin characteristics: Broken capillaries, pustules, papules, milia, comedones, open pores, fine lines and wrinkles, dark circles.

Learning outcome 2: Be able to instruct on make-up application

Make-up style/occasion:

Natural (for example, daytime wear), evening (for example, party), special occasion (for example, wedding).

Product selection and techniques:

In accordance with client needs and requirements, make-up style/occasion, skin type, skin condition and facial features.

Make-up instruction and advice:

Identify clients' needs and concerns, plan each stage of the make-up lesson, demonstrate, involve client, allow the client to practice under your supervision, obtain regular feedback to confirm understanding, evaluate the effectiveness of instruction, provide written make-up instructions, diagrams.

Instruction on application of make-up

products: Use of cut out method for hygiene, decant products onto make-up palette, use of disposable/single use items, follow manufacturers' instructions.

- foundation (SPF, oil based, water based, mineral based, medicated/anti-blemish foundations)
- setting powder (banana, translucent, colourless, high definition)
- bronzing product
- concealer creams
- brightening cream
- cream and powder highlighters
- cream and powder shades
- blush (cream and powder)
- eyebrow products (pomade, pencil, powder, gels)
- eye shadow (cream, powder, pigment, glitters)

- eye liner (liquid, gel, kohl pencil)
- mascara (waterproof, non-waterproof, fibre building)
- lip products (exfoliator, colours, gloss, liner)

Corrective techniques: Highlighting, shading, colour correction, face shape, eye shape, lip shape, brow definition.

Evaluation and client satisfaction:

Agree result verbally and written through client feedback on record card, client objective, results of service, before and after photos, future services, record adaptations for next service.

Aftercare advice: Post-service instructions/recommendations, verbal and written, for immediate aftercare, avoidance of activities that may cause contra-actions, for example, heat treatments, touching the skin, contra-actions and how to deal with them, suitable skin care regime and home treatments, make-up removal techniques, make-up reapplication techniques, lifestyle changes/improvements, for example stress management techniques, healthy eating and fluid intake, further services and frequency, alternative service options, retail products.



Learning outcome 2: Be able to instruct on make-up application (continued)

Contra-actions: Establish if it is an expected reaction or an unexpected/adverse reaction.

In the case of expected reactions – provide immediate post-service after care and advice for homecare, for example increase water intake, use of hypo-allergenic products.

In the case of unexpected/adverse reactions – discontinue service, take remedial action, record unexpected/adverse reaction, advise on homecare and how to access remedial medical care if required.

Possible expected reactions – for example, erythema, watery eyes.

Possible unexpected/adverse reactions – for example, hyperaemia, allergic reaction, oedema.

Skin:

Epidermis – basal cell layer (stratum germinativum), prickle cell layer (stratum spinosum), granular layer (stratum granulosum), clear layer (stratum lucidum), horny layer (stratum corneum).

Dermis – blood and lymph supply, fibroblasts, collagen, elastin, hair, sebaceous glands, arrector pili muscle, dermal papilla, sweat glands (eccrine and apocrine), sensory nerve endings.

Hypodermis – subcutaneous layer, adipose tissue, adipocytes.

Functions of the skin – protection, heat regulation, absorption, secretion, elimination, sensation, formation of vitamin D, melanin production, process of keratinisation, skin barrier function.

Example of diseases and disorders of the skin: Impetigo, boils, carbuncles, herpes simplex, herpes zoster, scabies, pediculosis, tinea corporis, eczema, psoriasis, dermatitis, acne vulgaris, acne rosacea, milia, comedones, pustules, papules, open pores, cysts, moles, skin tags, keloid scar, malignant melanoma/carcinoma, urticaria, seborrhoea, hyperpigmentation, hypopigmentation, chloasma, vitiligo, dermatosis papulosa nigra (DPN), vitiligo, naevi, broken capillaries, dark circles, xanthomas.

Muscles:

Position and action of the muscles of the head, neck and shoulders – sternocleidomastoid, platysma, buccinator, orbicularis oris, orbicularis oculi, mentalis, corrugator, frontalis.

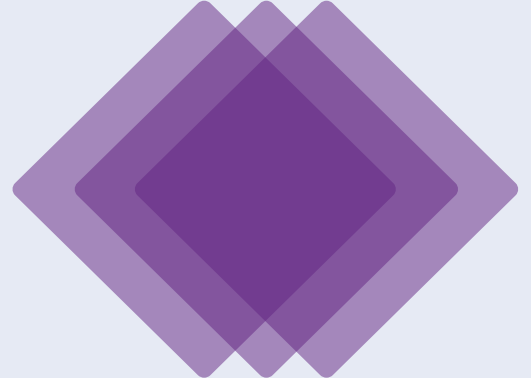
Bones:

Names and position of the bones of the head, neck and shoulders – frontal, parietal, temporal, occipital, zygomatic, maxilla, mandible, cervical vertebrae, clavicle, scapula.

Ageing process: Loss of elasticity, dryness of skin, cell regeneration slows, thinning of skin, broken capillaries, slack muscle tone/lax elasticity, lack lustre, photo-aged, poor circulation, waste product removal slows, less fatty tissue, irregular pigmentation.

Lifestyle and environmental factors that affect skin: Occupation, diet and fluid intake, sleep patterns, smoking, exercise, hobbies, home situation, stress levels, medication, illness, premature ageing, lack of effective skin care, UV exposure, hot and cold temperatures, air pollution.

Notes



Use this area for notes and diagrams.
